

The American TEACHER

NOVEMBER, 1918

DUPLICATE



Salaries After the War

An Honest Man

The Reward of the Meek and Lowly

The Question of Discipline

Democracy in Education
Education for Democracy

Democracy and Destiny

ONCE upon a time there began in this country a war over the question whether the government of the United States had a right to send supplies to provision United States troops on an island in the harbor of Charleston, South Carolina. Before this war had gone on for many weeks it had become a war to decide whether a State had the right to secede from the Union; and in the course of a year and a half it had become a war for the ending of chattel-slavery on the American continent. It underwent this change, because the common-sense of millions of men and women, stimulated by suffering and sacrifice, realized the fundamental cause of the strife, and the only way to prevent its repetition.

Four years ago there began a war, apparently to decide whether a small country, Serbia, should be compelled to submit its police and judicial arrangements to the control of a large country, Austria. Before this war had continued many months, it had taken in the question whether British sea-power should be broken and replaced by German militarism; and now, at the end of four years, it has become a war to decide whether the world is to be

ruled by the common-sense and common conscience of the masses of mankind, or by the haughty and lawless will of ruling-class bandits. And this change has come about in precisely the same way—because all over the world the peoples have been compelled by suffering and sacrifice to think as never in their lives did they think before. They have been saying to themselves, day and night for four years: What has caused this horror to break upon us? And what can we do to make certain that such a horror shall never break again?

All over the world the people are coming together, working out their common thought, gathering power in their purpose to profit by the lesson of this tragedy, and establish ordered justice in their affairs. And

we who believe in Democracy, go on our way serenely thru these days of torment and terror—because we believe and know that the masses of men and women are not fools, and that once awakened and made to realize, they will not fail to do the job which must be done. * * *

—From Upton Sinclair's for November, 1918.

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NOVEMBER, 1918

One Dollar a Year

Teachers' Salaries After the War

A GREAT many things are being said concerning what is likely to happen after the war. For example, employers of labor are said to be calculating on the supply of cheap labor "when the boys come home." We hear even that the probably considerable number of crippled soldiers will have an important effect in lowering the price of labor.

Representatives of some of these firms in New York that have made large profits out of the war have given friendly advice to their teacher acquaintances, and have told them to make haste in getting salary increases, on the assumption that as soon as the war is over boards of education will seek to employ crippled soldiers to "keep" the schools, and of course the soldiers will get the market price for men in their handicapped condition. To be sure, this is terribly inhuman, and seemingly improbable. But we should not forget that most of our boards of education are recruited from the ranks of "successful" business men, and men of this character are talking just that way.

In spite of the efforts of the Federal Board for Vocational Education, there will be great numbers of maimed soldiers if the war continues who after a little while will begin to drift into the maelstrom of economic competition. The labor unions already see the menace. They must prepare to meet the crisis which of course the employers can be relied upon at least not to try to avert.

If teachers are to be affected by the employment of crippled men, there is only one protection available, and that is thru the

union movement, which must protect the wages of the workers, and probably also the self-respect and the lives of our national heroes.

The Last Shot

AT the beginning of this month of November, 1918, events are pushing into our horizon with overwhelming swiftness. It is as if the figure of General Foch, when he said in September that we have reached the top and are now going down the slope, had been more prophetic of actual precipitation than even he imagined. The inertia of motion carries us on with enormous and bewildering speed, following after a foe that has lost its hold completely.

Bulgaria was the first to smash against the rocks, Turkey came next, and now anachronistic Austria is going to pieces most pitifully of all. And Germany, the arch criminal of the nations of the modern world, is struggling hard to thwart the inevitable doom.

Much as we are being cautioned by the Government and by the generals in the field against overconfidence, and hard as yet may be the struggle to finish up the ugly but necessary work, we may say with figurative exactness that the last shot of the great world struggle is being fired. And if the idealism of democracy gets into the mind of man as we hope and believe it will, this shot will be the last of all shots fired by men at their brothers in humanity. Whatever our American militarists-for-profit may be scheming for, we believe that the old game of conquering mankind by slaughter is discredited for all time. The pragmatic sanction will not support it. It does not work.

An Honest Man

ONE of the tests of character which President Wilson has met successfully is one that involved a transformation of conviction on the suffrage question. Starting with known opposition to the idea, and holding antagonism almost Bourbon in its intensity, a feeling which the "picketing" system probably did nothing to weaken, he has progressed thru the stage of agreeing tentatively to the idea of women voting, but insisted that it was the privilege of the states to decide the issue, each one for itself.

While others of his own political faith still hold grimly to the good old States Rights Doctrine, applying it freely in opposition to national measures which they do not like anyway, the President has had the magnificent courage tacitly to acknowledge that he had been in error. In his appeal to the Senate to pass the Susan B Anthony Amendment, he put the principle of woman suffrage clearly upon the issue of national democracy, as well as on the issue of national sincerity. In doing so he proved his courage as well as his political growth in acknowledging error.

Another year marked by similar progress in suffrage propaganda must surely see the end of successful opposition. Incidentally, it is always a source of wonder that reactionaries when beaten in one fight for inevitable progress always "come back," and with prospects of success no brighter than at any time before. Apparently they are completely in the dark as to the hopeless psychology of all their endeavor. What a waste of gray matter, and what an indictment of our methods of education!

Bill to Create Department of Education

ON OCTOBER 10 Senator Smith, of Georgia, introduced in the Senate a bill "to create a Department of Education, to appropriate

money for the conduct of said department, to appropriate money for Federal co-operation with the States in the encouragement and support of education, and for other purposes."

Altho the credit for this definite movement to place education on a national footing is now given to the National Education Association and the Association of College Presidents, the American Federation of Teachers, at its Annual Convention in December, 1916, strongly urged the establishment of a Department of Education.

The Reward of the Meek and Lowly

ALTHO every class of worker has received several salary increases since the outbreak of the war, and altho the members of such professions as the physicians and the dentists have increased their charges because of the increased cost of living, the teachers of New York City whose salaries have not been advanced since 1912, and then for but a few, have not only been unable to get adequate increases, and what is still more humiliating, they have been unable to secure even respectful consideration from a Mayor who was elected largely because of his announced educational policy, and because of the support of the teachers.

At a budget hearing held on October 24th at the City Hall of New York, Dr. Wm. H. Allen, Director of the Institute for Public Service, urged the Mayor and the Board of Estimate to confer with the representatives of the teachers regarding the proposed salary increases. The Mayor's reply, from the point of view of choice diction, social philosophy, and humanity, can find no equal in the annals of political literature. The Mayor said the teachers would have to "cut out that sort of thing about increased salaries and go to work."

Do the teachers of New York and elsewhere realize the insult in the Mayor's

words? Is this calumny the reward not only for their hard work during school hours under impossible conditions, but also their reward for their numerous war and other activities performed after school hours, evenings, Saturdays and on holidays? Yes, "teachers, shirkers, go to work and earn your salaries!" "You're paid too much now," implies the honorable Mayor of the City of New York.

The Mayor continued, in language that would have shamed Emerson: "If the dissatisfied teachers don't like their jobs, let them go and get other jobs." Surely the teachers who entered the service twenty or thirty years ago ought to be thankful to the Mayor for his gratuitous advice. Did they not enter the system on the assumption that they would get a salary which would enable them to live decently? If the City of New York refuses to restore the purchasing power of their former salaries, isn't it honorable, just and fair to encourage them, at the youthful age of fifty-five, to go where their efforts will be more highly appreciated? What if they have given the best years of their life to the city? Others have starved in the past, why shouldn't they? Great inventors have suffered for mankind, why should not the teachers suffer for the Real Estate Dealers and organized politicians?

But, after all, the Mayor is performing a notable public service. He is telling the meek and lowly to "cut out that stuff about increased salaries and get to work," and the teachers are deeply hurt; nay, they are incensed and infuriated! The Mayor could not have said anything more helpful to the union movement among teachers. He did not intend it, however, in spite of the fact that he himself is a member of the Brotherhood of Locomotive Firemen in good standing, ludicrous as the situation may appear.

Do the teachers ask, "Is the position taken by the Mayor honest, fair, decent?" No, it is not nice, but it is what you might have expected any minute the idea came into the mind of the official representative of a more or less contemptuous public. He would not have talked thus more than once to the pavers and the stevedores, but he talks that way to

you, and expects to get away with it. Do you know what some of our labor union friends call us in moments of frankness? Well, they call us *cowards*. If teachers had the understanding of the organized workers, they, too, would have received adequate salary increases long before this.

But instead of organizing along effective lines, teachers stand off in snobbish isolation, or permit themselves to be herded hither and thither by teacher-politicians and self-seekers, and used for the personal advancement of vain and ignorant leaders. This being the truth, why shouldn't the Mayor have told the teachers to cut out that stuff and get to work?

Teachers everywhere, if there is a spark of self-respect left after a lifetime of submission, stand up, and fling back the insults of a politician who thinks he represents the great public for which you labor. Do more than that. Decide now that you will come together in teachers' unions, that you will organize your anger into calm and resistless determination to fight for the living that is yours by eternal human right, and that you will thereby cease to be branded before your fellow citizens as lazy and overpaid.

Official Comedy

At a hearing on the budget for the City of New York for the year 1919, held on October 24, 1918, the following remarks were made, according to the report of *The New York Times*:

"The Mayor remarked that so far as he was concerned the departments of the City Government under him would have to 'cut out that sort of thing about increased salaries, and go to work.' The Mayor recalled that once he had worked for a farmer and had demanded more pay. The farmer, the Mayor said, remarked that he could go somewhere else and get it, which the Mayor said he did. 'That's what the dissatisfied teachers ought to do,' said the Mayor, 'go and get other jobs.'"

"If you had stuck to the farm," remarked Borough President Riegelman of Brooklyn, "you might have been a good farmer by now."

The New York Dismissal

THOMAS E FINEGAN, the Acting Commissioner of Education of the State of New York, rendered a decision on November 4 in the case of the three teachers who were dismissed by the New York City Board of Education for "conduct unbecoming a teacher." The Acting Commissioner denied the petition of the teachers asking for reinstatement.

Thus ends the second act of this educational tragedy, but we all remember that tragedies have at least three acts.

but an American problem, and, as such, should receive the support of all Americans.

The South has ten million Negroes who are receiving inadequate education. What an economic waste. The backwardness of the Negro means the backwardness of the nation and that is something that concerns all of us. Teachers, it is your duty to see to it that your colored human brothers and sisters get a square deal! That every colored school be as well equipped as every white school! That every colored child shall have the same school year that every white child enjoys. If our colored brothers and sisters can give their all for America and for humanity, the least that America can do for them is to stand by its principles of democracy and give the Negro what he deserves—*a square deal, and not charity.*

The War and the Colored Schools

THE education of the Negro, so utterly inadequate in time of peace, has become especially so since the outbreak of the war. This is due not only to the fact that so many of the able colored teachers have been drafted, but especially to the fact that many of the schools which have been supported largely by private philanthropy, find it very difficult to secure enough funds to pay for the increased cost of foodstuffs, books, coal and other material.

Unless many of these deserving schools for our colored citizens receive immediate aid from those lovers of humanity who feel that every one, whether black or white, should have a fair chance, the schools will have to close their doors at a time when assistance is absolutely essential to their welfare and the general welfare of the nation. While it is no doubt desirable for lovers of humanity and the Negro to aid many of these deserving colored schools which are listed in Bulletins No. 38-39 of the Bureau of Education, it is even more imperative that they seek to make the nation responsible for the higher education of the colored youth. Education of the Negro is no longer a Southern problem

TO MEMBERS OF THE A F OF T

Every member of the American Federation of Teachers in good standing receives the American Teacher free of charge. In return for this, for the benefit of being protected and of having a fearless organization to help fight for the professional rights of the members, the Federation maintains that each member should feel it a deep obligation, as well as a privilege, to be faithful in those matters that enable the officers to carry out their duties with satisfaction and efficiency. The regular payment of dues to the locals, the regular attendance at meetings, and the generous grant of personal service, all help to make the movement "carry on."

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The Question of Discipline

GEORGE CRONYN

Late of DeWitt Clinton High School, New York

I

ASK you to picture a large, light bare room, 40 x 20 feet in ground plan, by 18 feet high. The walls are virgin calceamine. A large glass case obstructs one corner, a sink another. There are twenty-four benches arranged in eight parallel rows, whose erratic satellites, some forty backless stools, slide under them by a margin of a few inches. A teacher's desk skulks obscurely somewhere near—to borrow from the stage—"Back, Center" . . . This is an Art Room. It is located in a new, very modern, quite extraordinary, Hebrew Orphan Asylum.

The Orphan Asylum is extraordinary chiefly because of what is not: it is not built of red brick, surrounded by a high iron fence; it is not located in a congested population center amid a dreary desolation of drab tenements. On the contrary it occupies a strategic position on the top of a hill in a quite imposing amphitheatre of still higher hills. Its appearance and general lay-out suggest a small, brand-new, attractively-designed college. Halls of instruction, hospitals (it boasts two) power house and cottages (it is built on the "cottage" plan) are symmetrically grouped about a central plaza of well-kept lawn. The shining whiteness of the stucco, the red tile roofs of the larger buildings, done in an excellent Italian style, stand out in satisfying relief against a background of wood and farmland. Each cottage houses thirty boys or girls. There is a Junior Republic system of singular completeness, and the equipment is of the latest and best. The Institution, in all, represents an investment of almost a million dollars. It maintains some five hundred orphans on these grounds, drawn largely from the slums of New York City. So much for the "appreceptive background" of our charges.

To return to the Art room: it is only fair to state that it was never designed for pur-

poses of art instruction. The blackboard, for instance, covered a possible fourth of the space of one wall, and could be seen by perhaps a third of the pupils, seated at their benches. These tables themselves were entirely too low, the stools entirely too high, the result being a painful cramping of small backs and a consequent restlessness of interest and attention. There was no possibility of exhibiting class work without tacking directly into the spotless walls, an unthinkable solution. The light amounted to a steady glare from the white surfaces. Classes whose register was anywhere from forty to sixty poured in and out of the room continuously from 8.30 A. M. to late afternoon. But in spite of these obvious disadvantages there were certain compensations. The room was located at the extreme end of one of the two Technical buildings and had no contact in any direction with any other class room. For experimental purposes, therefore, it was ideal. The really unique part of the arrangement, however, lay not in situation or equipment, but in pupils and instructor. The former, of all ages from seven to sixteen, had had no art instruction whatever; while the Teacher, by some freak of fate, had enjoyed not one term, not one lecture, not one text book in *Method of Teaching Art to Children!* It is true, he had attended an Art School—for professional art students. But the methods of teaching students to become artists are as remote as possible from Normal School pedagogics for public school teachers. If you doubt it, let a first-rate, even a prominent artist try to pass the average examination presented by the Department of Education of the City of New York for teachers of Drawing in the High Schools. They will soon show him where he gets off!

The Teacher, with the innocence of Adam before the Fall, faced the problem of implant-

ing into these unusually active (because of fresh air and Democracy), but utterly ignorant little heads some measure of his own respect for Form, Color, and Line, of doing this—without the faintest conception of how it ought to be done, with no History of Education to rely on—you could have stumped him in a second on Froebel or Comenius—with not the faintest idea of the Five Steps in the Ideal Lesson; indeed, without one perceptible qualification for teaching the young. Worse, he was possessed of Enthusiasm—that really serious draw-back to conscientious teaching!

So he began.

His first mistake occurred with his first words to the class. He said:

"There shall be no Discipline in this room!"

Now, that was just as if Lucifer, in contravention of the divine command, were to shout from the Burning Lake to the assembled demons, "There shall be no Light, but Darkness evermore!"

We all know children! If you are going to talk like that to them—well, you might as well put a nice little bomb with a time fuse under your class room; the damage will be approximately the same! I have heard of certain Radical Teachers who have reduced, modified, or "enlightened" their Discipline—but they never "let on" to the class what they were up to! As for actually coming right out with it before everybody, being frank, open and above-board, whoever heard of such a sacrilege?

The Teacher, however, feared dogmatism more than discipline, so perforce, added, "Unless, Boys and Girls, you choose to adopt it."

Nothing happened. The pupils did not know what the Teacher meant. It was just some new-fangled way of stating that you had to come to school, orphan or not, and learn just what your teachers, by force of arm or mark, could impose upon you. There was some discussion of this proposition, however, outside of class, and the next day when the slight feeling of awe toward the new building and teachers had worn off, and a long file of erring youngsters had already begun to form at the right of the door to the

Principal's office, the classes bound for the art room recalled that curious statement of the Art Teacher. They would at least call his bluff, even if it meant another trip to the office! So the more daring gathered in a solid phalanx and charged down the long hall of the Technical Building, whooping, toward the Art room. The Teacher said and did exactly—nothing; he merely watched them, with a certain detachment. They entered, rushed to their places, seized stools, seized the same stools, fought over them (the boys at least) and banged on the tables. The girls chattered, laughed, shrieked, harried the boys verbally and were in turn harried. In short, complete pandemonium reigned.

For forty-five minutes the tumult of voices, pitched in the keys of that utmost shrillness bred of long repressed and pent-up nervous energy, continued unabated, the Teacher all the while surveying the drama with the calmness of an interested observer; what in the world did children find to talk about. Their frenzy of conversation was perhaps no more remarkable than a like phenomenon in a roomful of adults. But here we have food for thought; this is what happens when we actually release these active young creatures from an unnatural and noise-provoking silence—a silence intensified by the dutiful responses of the reciting pupil, or pitifully broken by stolen whispers! These gabbling chatterers expressed the reaction from the normal inanition of the well-ordered class room. Released from that decorous compulsion they were utterly helpless, chaotically discordant, as strange to each other as a mob of convicts just loosed from solitary confinement! They had agitations in place of volitions; their independence of action amounted to nil; they were simply Crowd, minus ideas!

At the end of the period the Teacher opened the door—and they issued forth, a trifle bewildered; they had talked and gesticulated themselves out—and nothing whatever had happened. They looked at the Teacher suspiciously as they passed him, for signs of his having taken note of the principal offenders, but he seemed quite non-committal, and not unfriendly. What was

his game, anyway? There were other classes, some noisier than the rest. The effect was the same in all cases: Art was sure some sport—if it only lasted that way, nothing to do 'till tomorrow!

Thus passed the first day. The continuous racket, it must be confessed, was a trifle exhausting to the Teacher. If he had had the usual training in Method he would have been horribly worried: a whole day wasted, not only wasted but destructively employed; the prestige of the Teacher before his class lowered; the concept of Disorder established in the collective mind of three hundred (later five hundred), pupils! Waste! waste! Above all, the most horrid—Inefficiency! These reproaches, however, did not rise at all to the surface of the Teacher's consciousness. He was not Normalized—therefore untroubled. As for time, to him there was no such thing. You can see right off where he is going to land! Where was his Plan—for the day, the week, the month, the term? All gone to smash! Well, the truth was, he did not have any plan. Mistake number two! How in the name of Education are you to get through without plans? "Spontaneous teaching?" Come, come!

The Teacher did not have any plans or plan-book for several reasons: he had never heard of those useful devices for codifying and congealing the daily grind; he was quite uncertain what the outcome of his course in art would be, because he was totally unable to forecast the development of his pupils in the new subject; lastly he was doubtful of being able to force whole batches of pupils, arranged categorically in grades, into suitable moulds. For instance, did the general grade correspond to the art grade? Was a 5B in Mathematics a 5B in Drawing? And what, just what did grading mean in art, anyway?

Of course a licensed Art Teacher could have set him right in a moment on that point. You begin with certain problems, simple units, if design, lettering for first termers in High School, familiar objects, geometrical in form preferably, then you proceed according to the lights of your par-

ticular Alma Mater, adjusted to the limitations of the particular school system which employs you, you proceed regularly and in due order to the greater complexities and mysteries of art—such as shading, color harmony and perspective. Anyway, it's very simple.

But any licensed Art Teacher would have encountered one difficulty about laying out a course for the grades of the Orphan Asylum: the children were all equally art-ignorant, but of various ages. Some would remain in the institution for possibly seven or eight years, while those approaching or actually sixteen would be compelled by law, to migrate. Would you, in such a case, push your program of graded study through in a strictly temporal form or would you assist the older classes to "catch up with the procession?" And if the latter, how would you gage the speed of the catching-up process? You see, it wasn't quite so simple as it looked.

The Teacher was saved the brain-fag of trying to unravel this educational snarl by his blissful ignorance of the whole grading system. The multitude of children appearing and vanishing hourly were simply human beings, to be introduced to a new world—Art.

It is a curious—and to the average teacher—incredible fact, that children, even under the unusual stimulus of the class room, grow tired of idle noise. When the Art Teacher received his pupils for their second period of the week there was a distinct drop in the tendency to whoop and romp. A War Dance loses half its charm, if repeated twice in succession, without let or hindrance. A disposition on the part of the more exuberant to continue the fun was checked by sibilant warnings from their class-mates. They had had enough, and were ready for the next number on the program. Then the Teacher broke an almost painful silence to say, quite casually:

"We were going to talk a little about Art yesterday, Boys and Girls, but you were more interested in talking about other things. It makes no difference to me what you chose to do here; we have plenty of time ahead of us, for work and play. Whenever you chose,

as a class, to play, I shall not interfere in the slightest, only we, as members of a Democracy, have reached this conclusion: if the majority wish to do one or the other, the minority must either yield or go some place else. That is just plain common sense, isn't it? Is there any discussion of these terms, or any denial of my assertion? If so, don't be afraid to speak; the one thing we are going to learn here, is the value of frank criticism."

There was no discussion.

After a moment the Teacher said, "Well, you all look as if you wanted to do something. We have stored in these big drawers all sorts of things for making pictures: pencils, brushes, crayons, water colors, charcoal, and India ink. We have a good many things to draw and paint, such as bowls for holding flowers, and the flowers themselves, from our own fields." The children looked doubtful, but the Teacher went on, "And we have many, many pictures made by artists, in Picture Books—"

"Picture Books" was the Open Sesame to the interest of those unsophisticated youngsters. There was an immediate clamor for pictures. The Teacher revealed his treasure, a large file of International Studios and other art magazines, the gleanings of several years. He had enough pairs of scissors to supply the whole class; without a qualm he turned loose forty young savages among the best of modern art!

After that, the problem of discipline became one of certain gradual adjustments, as shall be explained hereafter.

Just this week the Teacher attended a course in Education, known as "Ethics and Educational Problems," given by a famous Educator, whose advanced theories have startled a generation of Systemarians. The course aims to discuss "moral principles involved in education, including the curriculum and school administration, together with some consideration of the problem of instruction in morals." That had a fine, appealing sound! There was sure to be some lively scrimmaging in the class discussion—for

there is no subject dearer to the didactic faculty than this same one of morals—particularly of those for whose spiritual welfare we may be, in a way, responsible.

The Teacher was not disappointed. When the great Professor tossed his particular bone of contention (for that day) to the wholly mature and sedately attentive auditors, they fell, with some preliminary parleying, furiously upon it, and eventually—tho not at all losing the dignity of graduate students—upon one another. The question was: which is antecedent and ascendant in the conduct of children, Disposition or Act? and as a corollary: which should be stressed by the instructor?

"Acts must be emphasized, as they create habits."

"But disposition comes before act. Children act—or should act—according to disposition."

"Disposition is permanent; the act is only momentary."

"Acts that are repeated become habitual, therefore permanent. Good acts, even if enforced, make good habits; good habits become good morals."

There followed a host of citations, counter-citations, interspersed with volleys of psychological and pedagogical tidbits, hypothetical cases and "take-for-instances." One member of the class, apparently laboring under intense excitement, delivered himself thus:

"It seems to me that this discussion is purely metaphysical. What does it matter, practically, whether disposition evolves from acts or acts from disposition? As teachers under the present educational system we have but one course of procedure open, which is, to reduce our pupils, in the briefest time possible, to complete submission. The ethical code of each school, and of each class and pupil in the school is imposed from without, at the very moment of the first bell. Principals and supervisors are in no way concerned with the moral processes at work in the minds of either their much-laboring assistants or their much-belabored charges; what they demand is, Results. For corporal

punishment we have substituted an elaborate diplomatic game known as Method, which consists in cunningly moulding the formative mind toward the prescribed curriculum, the coercion being all the while, less obviously, but more effectively present."

The class stirred uneasily, as if some rude soap-box orator had burst in amongst them. Evidently some grouchy young Theorist had suffered censure at the hands of authority! They returned with relief to the more pressing matter of Intention and Accomplishment. What are we to do with those who Try but don't Succeed? The citations revived, until again interrupted by the Dissenter, who cried out, that he saw no interest in the problem unless Physiological Inhibitions was meant; he mentioned Freud, and sat down in a thick blue fog of disapproval, which only the unimpassioned summing-up by the Professor was able to dispel. The class in Advanced Education dispersed.

(To be concluded in the December number)

Fraudulent Flattery

G B

To get out of the school is not always to succeed. It was all right for Frank, but the case of Walters is different. Walters was a good fellow in his way. He was conscientious, and studious, and thoughtful. His work in the classroom was above the average. Frequently he received compliments from his superiors. The principal of his first school used to tell of little incidents that he had observed in Walters' classroom, showing how resourceful a teacher he was. Another principal with whom he had worked openly admired his scholarship. One of the superintendents frequently called upon him for his judgment on difficult problems—problems that arise even in the best of school systems. From everybody in authority Walters received compliments. Only one superior had ever taken the trouble to offer adverse criti-

cism. This one had told Walters that he put too much time into the preparation of the year's work; that all his study was wasted, and even interfered with instruction, since there was danger of bewildering the children with his wealth of information.

One principal, one with whom Walters had never worked directly, told him that he could do much better outside the school system, because all of his ideas were not of the kind for which his superiors cared. But that was complimentary, too.

No one had ever told Walters that he had put himself on the black list early in his career by protesting against fraudulent practices in school athletics. No one even told him that there was a black list. No one ever told him that he belonged to the wrong political party; nor that the deacon of the church had casually wondered, in the hearing of the superintendent, how a teacher like Walters could get anywhere, considering the irregularity of his church attendance. Nor was Walters ever led to suspect that his sarcasm had once hurt the feelings of a Person of Influence—a Person of whom Walters had never heard when he shot off his sarcasm. But others knew. The principals knew. The superintendents knew. The Persons of Influence knew. Yet from these Walters never had anything but compliments.

One day Walters was notified (Form 23Z) that he was too old (Bylaw 9,871, Section 45) for a certain higher position for which he had applied. Nobody hesitated to tell him that he was too old after that. That was something that could not be helped. He received many compliments, and many expressions of regret that he had not gone farther before becoming too old. But no one told him that he had not fitted into the system. Everybody complimented him and blinded him.

The war gave Walters a chance to do work which he could master in spite of his age. But he left the schools with bitterness in his heart and compliments in the letters sent him by his superiors.

People are too kind. They hate to tell the beginner that he is hopeless—or that the system is hopeless. Of course, you never can tell.

Perhaps he will improve. Many do. And year by year no one will be cruel enough to tell you the truth. One principal shifts you to another—with flattering recommendations. And finally, somehow, somewhere, you settle down and become a detail in the great Machine. You do not exactly fit; but the misfit is not bad enough to cause disaster. Indeed, the Machine as a whole is so far from being perfect that a few misfits here and there do not matter—seriously.

But the little details of the machine—what of them? They grind one where they do not fit, until they are retired for general incompetence, or for being too old. Or they become ground into worthless scraps—irritable, absent-minded, crochety automata.

Let us have a little more frankness. Let us be a little more cruel to the young teachers. Let us realize that the job is after all not so important for the beginner. Much more important is it to get into the right work, or into the right system, than it is to hold this or that job another year, and another one. Let us be a little more cruel. Cut out the compliments. Be as brutal as a father—or at least as a brother. It is much kinder.

spirited talk she opened before them the wonderful vision of service as the goal of their lives, the elimination of injustice and evil, and how the school life was to make possible the realization of the vision held before them. In the midst of this talk the principal accidentally entered. He looked as tho he had been stupefied by the spectacle of such intense interest and such misguided enthusiasm on the part of the pupils and their teacher. At three o'clock she was summoned to the principal's office and told that her business was to teach and not to preach. Her business was to tell how America fought against English economic injustice, and to let well enough and the present alone. Surprised, pained, half subdued but not crushed, she returned to her work the next day.

A few weeks later she was trying to teach the children how to recognize an adjective. She was using the inductive method that she had been taught at training school. In the midst of her lesson, the principal entered. He listened silently and impatiently. While the children were looking for adjectives in a given passage, the principal approached the teacher and like a parent who admonishes his erring child, whispered to her: "Your lesson is brilliant, but where is the drill? How much do they know?"

"But," replied the teacher, "I want to interest them and to teach them to think and to reason."

"To think and to reason!" exploded the principal. "Young lady, children are not old enough to think or to reason. My advice to you is to teach them to render unquestioning and absolute obedience, to master the three R's and to inculcate a wholesome respect for their superiors, as such, and for the present system. That is all that you are expected to do. No more and no less."

After the interview the dismissal bell rang. Slowly the teacher gathered her wits together. Of what value was her normal school training? Of what value were high ideals? Of what value was the educational system if its sole object was to turn out pupils as a cigar mould turn out cigars? Could it be that her principal represented the views of

Teaching Versus Business

BY A DREAMER

WHEN the sweet college graduate saw her name at the head of the Number 1 list, how her heart beat with pride! She had succeeded! She was one of the annotated chosen by the infallible and omnipotent ones to lead the citizens-to-be along the paths of virtue, enlightenment, and learning. How she revelled in the thought that her scholarship, her initiative, her intense love of democracy would enable her to inspire in her charges a love for their fellow workers. But alas, she reckoned not with the *system*.

On September 11th, the Bright, Young, and Enthusiastic Teacher met her class for the first time! She looked at the bright, eager shining faces before her and thanked God for the great privilege that was hers. In a brief,

the educational experts and leaders? She appealed to her superintendent, famous for his Chautauqua lecture, and learned, to her sorrow, that the pedagogy preached on the lecture platform and during working hours bore no resemblance to one another.

As the teacher persisted in following her normal schools ideals she was rated "C" and transferred to a healthier environment. The new superintendent, apprised of the addition to his staff, told the teacher that if she desired to get along in his district she must do exactly as she was told. Again she taught pupils to question data, to draw inferences, to present all possible view points, to exercise her initiative. Again she ran foul of the System and received her reward—*Dismissal*.

Dispirited, crushed and humiliated, she made her way to her home a mental wreck. For three weeks she hovered between life and death. Her will to live, to show her worth triumphed and she recovered from her illness. Poverty forced her once more to seek a job. In her despair she felt that if she must produce a factory product, she would do so in a real factory where that was expected of her. She got a job, and for a time worked listlessly at her task. Then her old self reasserted itself once more. Once more she was a person of resourcefulness, of energy and ability. In time she observed the eyes of her employer upon her. When she was summoned to the office a shiver passed thru her. She pictured herself once more reading the daily advertisements, once more trudging the streets in search of a job. How she wished she had surrendered her personality as a teacher and retained her job and its permanency.

When she entered the office her employer, to her surprise, courteously offered her a chair, asked her how she liked her job and her wages. Then her employer informed her that her salary would be increased because she worked with her head as well as with her hands. Too dumfounded to speak, she sat and gazed at her employer. Thoughts raced thru her head. Could this be true? Was this business? Did brains, energy and initiative count after all? Were these qualities desired

in creating lifeless commodities and tabooed in the creation of human products? When she recovered herself she thanked her employer and returned to her work. In time she became a forelady over hundreds of women. Once more her heart beat quickly, but with assured pride. Once more she saw possibilities of service to her subordinates and co-workers. Once more her soul expanded and she lived.

The Executive Board of the Teachers' Union, Local No. 5, New York, has forwarded to the five hundred principals in the schools of New York an invitation to form a principals' local of the A F of T. The Constitution of the A F of T now makes this possible.

**This is the Official Organ
of the
American Federation of Teachers
ORGANIZED APRIL 15, 1916**

Affiliated with the American Federation of Labor

OFFICERS OF THE A F OF T

President, CHARLES B STILLMAN, Chicago,
1620 Lake Avenue, Wilmette, Ill.

Secretary-Treasurer, F G STECKER, Chicago,
1618 Lake Avenue, Wilmette, Ill.

National Organizer; First Vice-President,
L V LAMPSON, Washington, D. C.,
1336 Otis Place, N. W.

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HENRY R LINVILLE, New York City,
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Eighth V.-Pres., CARRIE L COLBURN, Olean, N. Y.,
803 West Henley Street.

Ninth V.-Pres., ISABEL WILLIAMS, St. Paul, Minn.,
916 St. Clair Street.

From the Locals of the American Federation of Teachers

Staff of Chairmen of Press Committees

Local No. 3, Chicago, Ill., ETHEL E BEERS.

Local No. 5, New York, N Y, WILMER T STONE.

Local No. 8, Washington, D C, CORNELIA WHITNEY.

Local No. 16, Washington, D C, GRACE LIND.

NOTE: The names of the Chairmen of other Press Committees will be added as they are received from the locals.

Progress

“WE are at the threshold of a new social era. It is going to come upon us sooner than we expect. It is the social renaissance of the whole world. Some people call it Socialism; others call it Bolshevism. It means one thing, and that is that the man who labors with his hands, who does not possess property, is the one who is going to dominate the affairs of this world.”¹

Thus spoke recently Mr Charles M Schwab, president of the Bethlehem Steel Company, in widely quoted words.

True to her reputation as a centre of progress, Chicago is leading this march toward control by the workers. On the heels of the court decision upholding the legality of Jacob M. Loeb's “business” school board, comes the nomination by the mayor of a new board of eleven members, five of whom are prominent labor men.

Some worthy citizens think that this is an undue representation for labor. Should representation be on the basis of wealth or of numbers? If 65 per cent of the people of the U S own only 5 per cent of the wealth,²

it is safe to say that at least 65 per cent of the pupils in the public schools are the children of wage earners. The Chicago Federation of Labor has earned a special right to be represented in the shaping of educational policy. It is no exaggeration to say that for years it has stood closer to the teachers and has taken more interest in legislation for the benefit of the schools than any other organized body in Illinois.

Too well known to need repetition is the story of the Chicago Teachers' Federation, which “resulted in the filing of schedules in which the valuations of five corporations were raised from \$35,000,000 to \$263,000,000.”³ Since 1901 this has meant a yearly enrichment of the city treasury by \$597,033. After having won this unprecedented victory over the corporations thru great personal devotion and having thereby incurred the animosity of powerful interests, the teachers faced the bitter fact that the Board of Education was preparing to use its share of the increased revenue for everything and anything except teachers' salaries. “The teachers were worn out. Even that indomitable pair, Miss Goggin and Miss Haley, were discouraged. To them, in their despair, came a letter from the Chicago Federation of Labor, asking ‘The Chicago Teachers' Association to give to the 200,000 affiliated working men and voters of Chicago the right to take up the cause of the teachers and children in the only way it can be done promptly and effectively—that is, by affiliating with and sending representatives to the Chicago Federation of Labor, with power to act for your body and present your wrongs and those of the children.’” The author of this letter, John Fitzpatrick, President of the Chicago Federation of Labor, is one of the mayor's nominees for the school board.

¹ Chicago Tribune, Jan. 6, 1918.

² Figures quoted in Final Report of the Commission on Industrial Relations, 1915, p. 33.

³ George Creel in Harper's Weekly for June 19, 1915.

From that time on, the Federation of Labor has been the steadfast ally of the teachers in all legislation sought for the betterment of the school system. A bill providing pensions for teachers, a bill providing more revenue for schools, a bill insuring tenure of office for teachers during efficiency were among such measures. But more important to the system as a whole was the defeat of the notorious "Cooley bill," a brazen attempt to fasten upon our school system in democratic America a dual system based on the German model, which has so successfully bolstered up the military autocracy in that unhappy country. This bill could not have been defeated without the aid of the Federation of Labor. Special mention is due Mr Victor A Olander, one of the mayor's present nominees for the school board.

The plans of the educational committee for the coming year show characteristic breadth and initiative. In conjunction with the Women's Trade Union League they are planning a course of lectures on trade unionism and related subjects. Classes in the evening schools especially designed to meet the needs of the workers are being arranged with the Board of Education.

In this connection it is well to consider the need of education for teachers. In the Federation of Labor teachers will gain a practical understanding of industrial and economic questions. This is as different from the knowledge obtained from a text book as reading the score of an opera is from hearing the performance. The news of the dramatic Mooney case traveled to Russia and back, but the average teacher is still ignorant of the impending tragedy and its significance. Edward M Nockels, who was chiefly instrumental in proving that the pivotal testimony on which Mooney was convicted was perjured, is one of the new nominees for the school board. How many teachers know the difference between industrial unionism and trade unionism? The story of the organization of the stock yards during the past year along the lines of a combination of craft and industrial unionism throws

a light on this question that could not be gained from books. When one realizes that this organization of the stockyards is the final chapter in ten years' of effort, and that the organization of the steel industry and the department stores is now under way for the first time, it is plain that teachers must hasten their steps in order to keep up with labor's progress. To quote our friend, the steel magnate, once more "The aristocracy of the future is not going to be the aristocracy of wealth; it is going to be the aristocracy of men who have done something for their country and the world at large. Such men will be true aristocrats."¹

The City Council of Chicago has not yet approved Mayor Thompson's nominees for the new school board.

FLORENCE S HALL,
ETHEL BEERS,

Delegates to the Chicago Federation of Labor from the Federation of Women High School Teachers, 1917-1918.

From Local 5, New York

THE following account of the activities of the Teachers' Union of New York in the campaign for better salaries may be of interest to our fellow unionists of the other locals, as well as to some of the home folks who are not in very close touch with what the union is now doing. The campaign opened on Sept. 27, when the Central Federated Union of New York, representing 300,000 members of trade unions, unanimously adopted a motion put by Mr. Lefkowitz, delegate of the Teachers' Union, to request the mayor, the Board of Estimate and the Board of Education to take immediate steps to increase teachers' salaries to keep pace with the increased cost of living.

On Oct. 9 the Board of Education granted a special hearing to Peter J. Brady, chairman of the education committee of the C. F. U., and to James P. Holland, president of the New York State Federation of Labor, at which hearing these gentlemen requested an increase of teachers' salaries, beginning with

a minimum of \$1,200 per year. President Somers of the board expressed sympathy with the desire of labor to aid the teachers and reviewed the efforts of the board, up to the present, to ameliorate conditions.

This hearing is especially interesting because it shows the great value of the affiliation of teachers with organized labor, as it must be borne in mind that teachers had tried for nearly a year to get a hearing which, when finally granted, resulted in an altogether inadequate recommendation for increases. On the other hand labor, on behalf of the teachers, was granted a hearing almost immediately and received marked consideration.

On Oct. 11 the Teachers' Union held a meeting at which a resolution to co-operate with all other teachers organizations was adopted. A committee on co-operation has been formed, and a letter has been formulated urging arrangements with a view to uniform action on the part of all interested associations of teachers in the year's campaign for better salaries.

The Teachers' Union has a salary bill now ready, and the counsel of the union is at work on a supplementary bill dealing with the increase of the mandatory school tax rate of 4.9 mills to whatever rate a careful estimate indicates as necessary to provide the increases of salary asked for. The salary schedules provided by the bill range as follows: For elementary school teachers of all classifications, \$1,000 to \$2,500 for high school teachers, \$1,200 to \$3,000; for first assistants in high schools, \$2,200 to \$3,500. Should the desired co-operation with other teachers' organizations become an accomplished fact the Teachers' Union will, of course, be open to conviction on the question of amendments to this bill. Finally the union has also had a bill to abolish the superior merit requirements drawn up by its counsel.

The plan of campaign of the Salary Committee will be carried into effect by three sub-committees dealing with literature, legislation and membership. The first sub-committee will study the salary literature already published by the Union, and the general labor

situation as set forth in Government documents. It will ascertain the number of teachers who have left school, their reasons for so doing, and their present view, in the light of their new experience, of school conditions. The information and views thus arrived at will be made public in a short series of pamphlets covering the various aspects of the question.

The sub-committee on legislation will bring the above literature to the attention of all candidates for the legislature and will ask them for an expression of approval or disapproval of the Union's demands. After election the work of impressing upon members of the legislature the nature of our demands will be continued, while similar work will be done among up-state labor unions, farmers' associations, etc. When the bill comes up for action at Albany the sub-committee will be constantly on hand to push our interests with wavering legislators.

The sub-committee on membership will work by means of personal talks and distribution of literature to obtain new members as well as funds from sympathizers. Special emphasis will be laid on the invaluable aid to be derived from our affiliations with the American Federation of Labor. Teachers will be urged to see in this movement with its three million members the real force which must be looked to in the future in any struggle to better the lot of the teachers and improve the condition of the schools.

WILMER T STONE,
Chairman of the Press Committee,
Local No. 5, New York, N. Y.

Why Join the Teachers' Union?

JUST what is "The Teachers' Union?" What is the attitude of the Union toward strikes? Does it not mean a loss of dignity for a teacher to join a trade union? Why join the Union rather than one of the teachers' associations? These and other questions repeatedly asked by teachers

deserve an answer, and the answer will be clear and straightforward.

The Teachers' Union of New York is a branch—Local No. 5—of the American Federation of Teachers, which is itself a constituent part of the American Federation of Labor. In other words, it is primarily an instrument of collective bargaining, designed to secure justice for the individual teacher in the great struggle of contending forces that make up modern society. The present status of teachers' salaries shows clearly the need of collective bargaining, if reasonable claims for services rendered are not to be forgotten or ignored. This need becomes greater when definite powerful groups, such as the real estate organizations, are interested in low taxes, hence in fighting salary increases in the schools.

The need of a union extends, moreover, to other questions than the fundamental one of salary. Without meaning to cast any reflections on the personnel of the supervising staff of the New York schools, it is obviously inevitable that in such a large system occasional injustices will occur in the treatment of teachers by official superiors. The Union does not intend to shield inefficiency, or dereliction of duty, but it does intend, as in the past, to use all its resources, legal and financial, to defend any members who have just claims upon its support. Finally, the union looks forward to the time when it will be strong enough to be consulted and given participation in the determination of questions of hours and conditions of work, in alterations of the school curriculum, in choice of location and types of buildings, etc. In short, the Union stands for democracy in its particular branch of everyday life.

It is not unusual to encounter a teacher who fears to join the Union, either because of the strike question or because he or she feels that unionism somehow or other is disreputable. In answer to the first objection, it is a fact that one cannot be ordered to strike by any union official, but that, on the contrary, the question of a strike is submitted to a referendum vote of the entire union membership of a union, and the

strike decision, to become effective, requires a two-thirds vote. As a matter of fact, the strike question is not a real issue. In the first place, a strike would never be attempted until the union had become very powerful, for obvious reasons. Furthermore, a strike would never be considered except to remedy gross injustices, after all other recourse had failed. Teachers are constitutionally, and by training, conservative, long suffering, almost submissive. Therefore, it is not possible to imagine a motion to strike being favorably acted upon by a majority of teachers except in a case of extreme injustice. Publicity and discussion would almost inevitably secure a proper adjustment, without a strike being necessary, for the parents of the city would certainly demand that justice be done to the teachers before they would face the situation of a million children being turned away from empty schools to run the streets.

The time has come when all shadow of disrepute has vanished from trade unionism. When the labor organizations all over the world are consulted deferentially by governments, when our President has, through his War Labor Board, actively supported the spread of unionism, even in this critical period, one may certainly state it as a fact that the principle of collective bargaining has become *respectable*. The history of recent strikes on the question of unionization of various industries is a monotonous record of verdicts from the government mediators favorable to the unions. Any school authorities persecuting teachers because of union affiliation might very easily bring a hornet's colony about their ears.

The question of professional dignity deters many teachers from joining the union, and seems unnecessary today, when the war has caused a universal re-valuation of values, to attempt to defend the dignity of labor. Those words have become transformed from a patronizing phrase, or a poet's expression of spiritual insight, into a phrase that represents the honest conviction of all decent men and women. Which is the more truly dignified man, he who is proud of his labor, and demands due recognition for it in money, like

all other sensible members of the community, or he who allows himself to be imposed upon and put off with careless benevolent phrases, and hides his pitiful weakness and lack of sufficient manhood to fight for his rights behind resounding cant about professional dignity?

Finally, the question of the Union versus the various teachers' organizations is to be considered. The difference between the Union and all the other associations is the same as that between a professional and an amateur in the world of sport, or between a law "with teeth" and a "joker" law in the field of legislation. The union is a fighting organization, it is permanent, it has an office, legal counsel, and it is a part of the great American Federation of Labor. It represents not one outstanding, ambitious leader, or a narrow professional group, powerless to accomplish anything, but it speaks for all of the teachers, regardless of sex or class of work, in the New York system. When the teachers realize that fact, and give the Union their support, they will be invincible.

FROM THE CONSTITUTION OF THE TEACHERS' UNION OF THE CITY OF NEW YORK, ADOPTED APRIL, 1916

- The Objects of the Teachers' Union are,
- 1 To provide means for the legal protection of teachers' interests.
 - 2 To protect teachers against oppressive supervision.
 - 3 To increase the efficiency of the schools in democratic education.
 - a By promoting good teaching.
 - b By providing the conditions of work.
 - c By providing for the systematic study of school problems by teachers.
 - d By promoting the participation of teachers in school administration.
 - e By cooperating with parents' associations and other educational forces of the city.
 - 4 To obtain equal suffrage among men and women.

Two Member-Getting Circulars

DON'T COMPLAIN

- 1 Why have the Dockworkers got an increase of 15 cents an hour or \$1.20 a day?
- 2 Why have the Pavers got an increase of \$1 a day?
- 3 Why have the Fire-fighters got a substantial increase?
- 4 While the Cost of Food has been going up 60 per cent in New York since 1913, why have the Wages of the Workers gone up 69 per cent?
- 5 Have you, fellow teachers, had any of that 69 per cent? If not, why not?
- 6 Are you Interested in getting an Encouraging Portion of a 69-per-cent increase?
- 7 If you are, Join Hands with Labor!
- 8 Don't Complain about What the Mayor Said. Act! Join the Teachers' Union. Do it Now!

THE TEACHERS' UNION OF THE CITY OF NEW YORK

70 Fifth Avenue, New York
Tel., Chelsea 8658



DIGNITY versus THE PUBLIC WELFARE

- 1 Are you satisfied with "Dignity," or would you rather have a Living Wage?
- 2 Are you influenced by Rising Costs,—are you Human?
- 3 The President stands for the principle of Unionism. Do you stand behind the President in this also?
- 4 Unionized Workers cannot be discharged at the "Thumbs Down" of the Employer. Teachers can be discharged under the blanket charge of "conduct unbecoming a teacher," and someone else decides what is "unbecoming." You don't.
- 5 You can get Respect for your Professional Rights, and you can get a Living Wage, if you Stand Up and Unite! You will then give Better Service to the Public.
- 6 To do Justice to Yourself, and a Good Turn to the Patient Public, Join the Teachers Union.

THE TEACHERS' UNION OF THE CITY OF NEW YORK
70 Fifth Avenue, New York
Tel., Chelsea 8658



The present war must be the last. One-fifth of the children in New York are suffering from defective nutrition. When they grow to military age there will not be enough of them to carry on a good war.

What They Say

A Letter to a Friend

L V LAMPSON

National Organizer, A F of T

My dear Friend:

Your letter of October 24 shows a willingness to consider further the question of the unionization of the teachers of the country. I shall be very glad to discuss with you some of the points raised in your communication.

In the letter referred to the following statement is made: "I believe in unionism among laborers in industrial and commercial lines, but I think it is a fatal mistake for teachers to become allied with these classes in society. The teacher, above all others, is the servant of society as a whole, and permanent affiliation with one class will result in injury to the entire teachers' calling."

You say that teachers are "Servants of society as a whole." The word servant is well chosen. All thru history the position of the ordinary classroom teacher has been a servile one. This is also true at the present time, whether measured by the standards of pay or by public regard. Teachers have not served the public as a whole. In the past almost without exception, they have served the few. And to-day in the secondary schools, they serve but one-twentieth of the possible student population. In the colleges and higher institutions of learning, a much smaller proportion of the youth is served. Furthermore, the teachers in almost every part of the country are under the control of an autocratic educational system that is dominated too frequently by corrupt and reactionary interests. We believe in breaking with these conditions. We believe that by affiliating with labor, we cannot only emancipate ourselves from an oppressive economic and educational system; but that we can serve a much larger number of the people than is now the case. Our purpose is to serve not only the interest of the teachers and of labor, but also the welfare of all the people.

If you will permit me to say so, your statement confuses purpose with method. Our purpose is to serve all the people. Labor believes in schools for all the people; not for a part of the people. I maintain that we do not surrender our purpose, but further it when we affiliate with organized labor. In the promotion of an end there must always be

a selection of means. It is conceivable that the persons who join the Republican Party believe that by so doing they promote the good of the whole country. The party is to them a means of promoting the public good. The members of this party constitute but a part of the people. And sometimes, they are not patriots but partisans. Yet you would not deny them the right to organize, especially, if they believe that by so doing they are promoting the public good. It is the same way with a state in the Union. The people of a state organize not only for their own good but presumably for the benefit of all the people. You could hardly deny them the choice of the means—a state government. States are often sectional and selfish, yet one would hardly suggest that for this reason, they should be denied an existence, or that in the main they do not serve the general good. To say that teachers cannot affiliate with organized labor because they are servants of the whole people is, I repeat, a confusion of the means with the end. It amounts not only to a denial of the rights of the teachers to organize in the way proposed, but in reality constitutes, if carried out to its final conclusion, a denial to all groups of the right to organize. Groups of people cannot form labor unions, nor granges, nor local and state governments, nor political parties, because, forsooth, these organizations are made up of only a part of the people. It may be said that they should serve all the people and not a part of the people, and so they should. But they probably could not serve even themselves if they were not properly organized. It might also be said that teachers may organize, provided they organize by themselves. This proposition involves the *isolation on the part of the teachers as a distinct class*, apart from the rest of the people. We propose to smash this conception of the teachers as a distinct class. It has been our curse and would not make for the best interests of the country. It is asserted that since the teachers are servants of society as a whole, they cannot affiliate with the great mass of working men and women. This assertion, carried to its logical conclusion, involves a dilemma one horn of which precludes teachers from organizing by themselves and the other horn of which requires that they establish an organization which embraces the whole people. The first line of reasoning permits no organization at all for the teachers; for they must serve not themselves, but all the people. The

second line leads to a requirement impossible of performance. It seems clear to me that teachers may affiliate with organized labor and still serve the people as a whole. They do not sacrifice the end to the means. They promote that end.

Your letter goes on to state that "Permanent affiliation with one class will result in injury to the entire teachers' calling." I note with interest that you very properly do not use the term, "profession." I am more interested at this time, however, in considering the possible injury which may come to the teachers from our movement. As has been frequently suggested because of the fact that nearly every occupation is either getting under the control of big business or the government, we are fast becoming a nation of the employed. The teachers would consequently belong to a large and increasing class if they joined the ranks of organized labor. I do not believe that affiliation will result either in injury to them or to the people. To my certain knowledge, the Washington teachers who have taken up the union movement have been greatly benefited by so doing. I can enumerate a score of instances where they have been helped in a material way. I can likewise enumerate even more numerous benefits of an educational and spiritual character. In this connection it should not be overlooked that Labor is interested in good schools for all the people.

Again your letter states, "It seems to me extremely unfortunate that a movement that might have so much good in it, be allowed to run into so dangerous a channel." I am frank to confess that I do not understand what you mean by the expression "so dangerous a channel." Organized labor has been the means in the past whereby the men, the women, and the children, who toil have been protected from exploitation. It is to them about the only channel which leads to a better, a sweeter, and a more decent life.

After the war, when the spirit of patriotism and mutual sacrifice has become somewhat dulled, men of wealth will try more and more to put the burden of paying the heavy bills, incurred by the great conflict in which we are at present engaged, upon the common people. If men of wealth continue to make heavy payments to the Federal Government, they will object to paying much in taxes to the local and state governments. This means the great impairment of the present inadequate school revenues. Already the schools are threatened with collapse. Heroic measures must be taken to save them. I am neither a prophet nor the son of a prophet; but I desire to say in all seriousness that in my opinion upon organized labor and the unionization of the teachers of the country depend the betterment and even the salvation of the American school system.

I am writing this letter because, if you will per-

mit me to say it, I regard you as one of the thinking and far-seeing educational leaders of the country. You are fully able to surrender your preconceived ideas and yield to a new viewpoint made necessary by a revolutionized and transformed world. It has been said that while in these times not all radical men are sane; all sane men are perforce radical. We need you in this movement which has as its object not only the promotion of the interests of the teachers and of labor, but the advancement of the welfare of all the people.

Very sincerely yours,

L V LAMPSON.

Two Letters Written to National Organizer, LV Lampson Relative to the A F of T Resolutions Adopted on July 5, 6, 1918

WAR DEPARTMENT

Washington, October 16, 1918.

My dear Mr Lampson:

I appreciate your sending me the resolution of the American Federation of Teachers. The resolution* is a very gratifying one.

Cordially yours,

NEWTON D BAKER,

Secretary of War.

* Refers to that part of the Resolutions approving the stand of Secretary Baker in staying the hand of extreme militarists who are trying to bring universal military service to free America.—ED.

THE WHITE HOUSE

Washington, October 16, 1918.

Mr L V LAMPSON,

Washington, D C

My dear Sir:

Allow me to acknowledge the receipt of your letter* of October 15th, with enclosure, and to say that it will be brought to the attention of the President, in whose behalf I beg to thank you and your associates for your patriotic pledge of support.

Sincerely yours,

J P TUMULTY,

Secretary to the President.

To the Editor, THE AMERICAN TEACHER:

Please send me 24 copies of the September number of THE AMERICAN TEACHER; enclosed find check for \$2.40. If you would like to add a few sample copies I shall try to get you some subscriptions. We like the number immensely.

ADELLA M PARKER,

Chairman Salary Committee.

Seattle High School Teachers' League.

Watch This Page

New York Labor Organizations Back Comprehensive Program of Education

URGE COMPULSORY CONTINUATION SCHOOLS, MEDICAL TREATMENT, SCHOOL LUNCHES, BETTER PAY FOR TEACHERS, PARTICIPATION OF TRADE-UNIONISTS IN SCHOOL AFFAIRS

Carrying out the established policy of trade-unionists in the United States, the New York State Federation of Labor, at its fifty-fifth annual convention, adopted a comprehensive program of education. The program was submitted as the report of the committee on education of the federation, of which Peter J Brady was chairman and Fred F Moran, secretary.

There were 38 separate proposals in all. Some of those of more than local interest were as follows:

A State law establishing compulsory continuation schools for children who leave school up to the age of 18 years of not less than eight hours a week, study hours to be between the hours of 8 a m and 5 p m, Saturdays excepted.

A State law establishing a free school text-book system for all school children of the State, including elementary and high schools.

Legislation to compel local authorities to provide dental, medical, and surgical treatment for the care of all school children.

Compulsory establishment of kindergarten classes in connection with every school and under the control of the board of education.

That there be established in connection with every school a system of furnishing school lunches at a nominal cost for the purpose of demonstrating food values, and thereby assuring us, through educational processes, more healthy men and women in the future.

A State law establishing complete compulsory systems of modern physical education under the direction of competent instructors.

The establishment of training schools for trade and vocational teachers, with full pay during their period of training, and that we urge members of labor unions who desire to become teachers to apply for admission to these classes.

A State law to the effect that the minimum annual

salary for teachers shall be not less than \$1,200 a year.

Better enforcement by the State and local authorities of compulsory educational laws and the universal establishment of a minimum school-leaving age of 16 years.

That we insist upon the State educational department, in conjunction with the industrial commission, conducting a survey of all industries of this State before State or Federal aid is extended to any school district, village, or city in the State, and that we oppose the extension or establishment of industrial or vocational training in any schools of the State until such time as an investigation is made and requirements and status of each trade, from an educational viewpoint, is ascertained. Local surveys to be made by State authorities upon request of local communities from time to time.

That we approve of the vocational rehabilitation of the crippled soldiers in service as now being carried by the Federal Board for Vocational Education, and that this same machinery be used to help restore the victims of industrial accidents to economic independence, and that we oppose all private training of this kind unless done with the approval of the Federal Board for Vocational Education.

Acquisition of a fair knowledge of the American language by continuous shop and school instruction, supervised by State educational authorities, to be required of all employed foreign language aliens as a condition of continued employment.

We recommend the question of the establishment of all year schools be given careful consideration by the State board of education and all local communities.

We recommend that all local unions appoint committees on education and that these committees take the initiative and offer their training and experience to the local authorities and show a willingness to cooperate with all others interested in educational problems and for the advancement and improvement of education generally.—From *School Life*, of October 16, 1918.

Telephone Girls Gain

Toronto, Canada, Oct. 26.—Organized telephone girls have been awarded wage increases and improved working conditions by a government conciliation board.

Raise Wages Thirty Per Cent

Washington, Oct. 26.—The national war labor board has ordered the Willys-Overland Co., Elyria, Ohio, to increase wages 30 per cent to all employees who were paid under 45 cents an hour on May 1 last, and 25 per cent increase to employees receiving 45 cents and over. No adult male worker shall be paid less than 40 cents and no female of 18 years or over less than 30 cents. No wage discrimination because of sex shall be allowed where women do the same work as men. The award is effective as of May 1 and the company is allowed until November 15 next to make back payments.

Gains by Painters

Lafayette, Ind., Oct. 26.—Officers of the Brotherhood of Painters and Decorators report these recent gains by affiliates:

Wichita Falls, Tex., wages raised to 60 cents an hour. San Francisco auto painters gain Saturday half holiday. Centerville, Iowa, wages increased to 50 cents an hour and Centralia, Ill., and Lawton, Okla., to 70 cents an hour. Boston glaziers raised wages from 45 to 60 cents an hour. Herkimer, N. Y., raised wages to 55 cents an hour. This local was formed two years ago, when the rate was 37½ cents. A union agreement now provides for the eight-hour day, Saturday half holiday and double time for overtime and holidays.

New Orleans, Oct. 26.—Employing painters in this city are decidedly patriotic, but not to the extent of recognizing the principle of collective bargaining, which has been endorsed by the national war labor board and proclaimed by the president.

How Living Costs Jumps

Boston, Oct. 26.—The national industrial conference board has issued a pamphlet on "War Time Changes in the Cost of Living." The board represents 17 manufacturers' associations.

It is stated that the expenditures of the average family is divided as follows: Food, 43.1 per cent; rent, 17.7 per cent; clothing, 13.2 per cent; fuel and light, 5.6 per cent; sundries, 20.4 per cent.

The board finds that "in representative communities between the summer of 1914 and the summer of 1918" the cost of food increased 62 per cent, the cost of shelter increased 15 per cent, the cost of clothing increased 77 per cent and the cost of fuel and light increased 45 per cent.

"The four major items—food, shelter, clothing, fuel and light—together constitute approximately 80 per cent of the cost of living of the typical wage earner's family. For these the average increase between the summer of 1914 and the summer of 1918 was 52.5 per cent."

Flagmen Get Eight Hours

Chicago, Oct. 26.—Flagmen and gatemen employed by the Chicago Elevated Company, who come under the jurisdiction of the United States railroad administration, have been awarded the eight-hour day with the increased pay recently secured by steam railroad flagmen. The work day of these employees was 12 hours. Since the first of the year their wage increases total \$25 a month. They are members of the Street Car Men's Union.

Workers Fine Themselves

Jacksonville, Fla., Oct. 26.—Workers employed in a local ship yard have adopted "short cut" methods to insure safety first. They have agreed that when one of their number drops a tool or block which might cause injury to others, he will pay \$1 into a sick and accident fund. Within 20 minutes after the agreement was made a ship carpenter dropped a 10-pound oak wedge that would inflict serious injury to a man unlucky enough to be under it. The carpenter paid his assessment and declared it was the best kind of an education.

Kaiserism in Omaha

Omaha, Neb., Oct. 26.—While Omaha boys are "over there" fighting for democracy, authorities in this city are attempting to destroy the Fire Fighters' Union. The usual tactics of small-minded men, ignorant of social changes, are being used. Local "patriots" ignore this situation while they thunder against autocracy.

The central labor union is assisting the fire fighters to secure justice and officers of the International Association of Fire Fighters, located at Washington, have assured the men that the association is behind them.

Cleveland, Ohio, Oct. 26.—The Fire Fighters' Union has won its eight-hour controversy with local municipal officials. The shorter work-day is established with back pay dating from last November.

Cleveland has added a million and a half to the salaries of its teachers.—*School Bulletin* (Syracuse, N. Y.)

The population of Cleveland is about one million. Since \$1,500,000 appears fair to the people of Cleveland, \$7,500,000 should be the tentative "quota" of New York City. But New York has put its bid at \$1,800,000. The metropolis, however, is thick-skinned, and will not be stirred to better the bid except thru legislative and teacher force.—ED.

UPTON SINCLAIR'S

A MONTHLY MAGAZINE

FOR A CLEAN PEACE AND THE INTERNATION

Some of the best writing with the appeal of humanity that is being done in America today will be found in Upton Sinclair's. If teachers are inclined to think they should read nothing *except what directly concerns them*, and some do, in a shockingly narrow sense, get them to read a copy of Sinclair's. They will find a fearless, radical thinker, and a strong, loyal American, one who "Thanked God for Wilson" in the first issue of the magazine, and has been faithful to the Government's war policy continuously.

Twenty years ago Sinclair wrote his first great book, "The Jungle," a story of the Chicago stockyards, expecting, as he said, "to interest the people of America in the terrible conditions under which some of their fellowmen lived," but he "found that most were interested chiefly in what went into their stomachs." And yet, Sinclair is still the optimist, still the man with a vision of hope. The great period of reconstruction is upon us. Educators will need mightily the stimulus which does not lie in pedagogy. Let them come into touch with Sinclair.

Upton Sinclair's and The American Teacher will be sent to any address in the United States for \$1.25.

For 25 cents additional a copy of a 164-page booklet entitled, "Toward the New Education," with the subtitle, "The Case Against Autocracy in Our Public Schools," will be sent by The American Teacher. This booklet is a wonderful story of a fight carried on by teachers against their autocratic oppressors in the educational system of the City of New York.

**Upton Sinclair's
The American Teacher**

**Pasadena, California
70 Fifth Ave., New York**

TRADE UNIONISM

In demanding equal pay and healthful surroundings for women, the union not only protects the woman and the home, but it also protects the standard of living of all wage-earners.

There is much lip service paid to the ennobling effect of labor and the dignity it confers upon the workman, but it is the trade union, more than any other institution, that translates these mere professions into actual deeds.

In the pursuit of its ideals trade unionism has justified its existence by good works and high purposes. At one time viewed with suspicion by workman and employer alike, it has gained the affection of the one and the enlightened esteem of the other. Slowly and gradually it has progressed toward the fulfillment of its ideals. It has elevated the standard of living of the American workman and secured for him higher wages and more leisure. It has increased efficiency, diminished accidents, averted disease, kept the children at school, raised the moral tone of the factory and improved the relations between employer and employee. In doing so it has stood upon the broad ground of justice and humanity.

Trade unionism has voiced the claims of the unborn as of the living, and has stayed the hand of the ruthless, near-sighted, profit-seeking that would

destroy future generations as men wantonly cut down forests. It has aided and educated the newly arrived immigrant, protected the toil of women and children and fought the battles of the poor in attic, mine and sweatshop.

I do not conceal from myself that trade unionism has made its mistakes. No institution fully attains its ideal, and men stumble and fall in their upward striving, but I submit to the judgment of every unselfish, impartial mind that the trade union, like every other institution, should be judged by the good it does.

The trade union movement is primarily and fundamentally a moral movement. While attention is attracted to it by its strikes and its struggles, yet the battles it fights in defense of the poor and the helpless are but phases of the greater movement that is making for the mental, the moral and the physical development of all our people.—From *Bulletin of the Bureau of Publicity, Federal Food Board*.

My laundress has been making terrific sacrifices to keep her only child in school all these years. She proceeded on the theory that the child would be advantaged by contact with "superior" people. My laundress is herself a superior person. But I shall not disillusion her. It would break her heart. Or make her cynical.

(U. S. OFFICIAL WAR FILMS)

President Wilson says:

(in a letter written from the White House under date of September 16th)

"It was one of the most remarkable and one of the most satisfactory portrayals that we had seen of the great task which America has performed with such enthusiasm and in a fashion which cannot leave the results in doubt."

You have *read* about the war. You have *thought* about the war—and *talked* about it. You have cheered the boys who left your town to serve Uncle Sam.

Now you are going to *see* the war—as clearly as if you were over there yourself. You are going to understand America's part in the war, as no amount of reading, thinking, talking or cheering can possibly make you understand it!

"America's Answer" takes you right into the heart of the world conflict, and shows you how these American boys, we are so proud of, are helping to wipe out the cruel cancer that is eating into the vitals of mankind.

The war becomes a real issue—the "official reports" in the newspapers are suddenly translated into actions that lift you bodily from your seat and make you cheer yourself hoarse.

You women who have men folks in France will specially welcome this opportunity to see "America's Answer." A Washington woman spoke for all the women of this nation when she said, "If they only would stop long enough for one to scan the faces, I feel sure that I would see my boy."

"America's Answer" is the greatest war picture ever shown on the screen. You can't afford to miss it.

Insist on seeing

"America's Answer"

at your favorite theatre

Available to all exhibitors through World Film Corporation Branches

COMMITTEE ON PUBLIC INFORMATION, George Creel, Chairman

Division of Films, Charles S. Hart, Director, Washington, D. C.

THE AMERICAN TEACHER is glad to contribute this space to the enlightenment of our people.

